

<p>ENGLISH</p>	<p>In Year Nine, students will lay the foundations for the skills that they will require at GCSE - making important transitions whilst enjoying a range of literature from the 17th Century all the way to the 21st. They will also study a range of non-fiction texts as well as using their knowledge of writers' techniques in their own original writing, considering the purpose and audience for which it is intended. In the first term, students will study prose fiction from the 20th Century. Through the study of a novel, students will consolidate and enhance their ability to read with fluency and with good understanding. They will learn to read and evaluate texts critically, exploring the writer's use of language and how the text reflects the time in which it was produced. Students will also use the knowledge gained from reading to improve their own creative writing. In the second half of the term, Year Nine will explore non-fiction writing and use it as a basis to produce their own carefully crafted texts.</p>
<p>MATHEMATICS</p>	<p>At the start of Year Nine, pupils will study the following units of work:</p> <ul style="list-style-type: none"> • Straight line graphs • Forming and solving equations • Testing conjectures • Three – dimensional shapes • Constructions and congruency <p>Greater detail about the content of the unit, keywords and individual objectives can be found on the maths curriculum page of the school website in the knowledge organisers section.</p>
<p>SCIENCE</p>	<p>Year Nine students will study a transition module, bridging the gap between key stage 3 science and GCSE science.</p> <p>The lessons will focus on working scientifically and will aim to develop their practical skills, including how to record, represent and interpret results and scientific data.</p> <p>Then, throughout the year, students will have their biology, chemistry and physics lessons on a rotation.</p> <p>Biology: students will study cells and microscopes; enzymes; growth and mitosis and the nervous system, including studying the main functions of the brain.</p> <p>Chemistry: students will study the structure of the atom and learn about the arrangement of elements in the periodic table.</p> <p>Physics: students will study conservation of energy which will include carrying out a project about the different energy resources. They will also study waves, including how the ear works and hearing.</p> <p>In addition to the above, students will carry out a selection of core practicals which will be recorded in their lab books. These practicals will develop key scientific skills including scientific thinking, experimental skills and analysis/evaluation techniques.</p>



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PHYSICAL EDUCATION (all students)	Year Nine will participate in a variety of games, focusing on skill development, advanced tactics and officiating. Students will be focusing on improving the quality and range of their skills. In all games activities, students will think about how to use skills, strategies and tactics to outwit an opponent. Students will have the opportunity to experience new sports such as table tennis in order to challenge themselves. They will also follow a fitness programme and will begin to reflect on the benefits that fitness gives to them as an individual and the implications for their health and well-being.
FRENCH	Year Nine students will begin the term by revising key vocabulary and grammar from key stage 3 with an emphasis on combining three tenses in their work. They will then move on to learning how to talk about their personality, interests and childhood and will be introduced to key discussion topics such as, 'What makes a good friend?' and 'What makes a good role model?'
RELIGION, PHILOSOPHY AND ETHICS	In the first half-term, students will investigate the ways in which the experiences and teachings of the Buddha have meaning for people today and what it means to be a British Buddhist in a society that is becoming more and more secular. Students will investigate how 'Engaged Buddhism' promotes peace and justice through a case study of Thich Nhat Hanh and his role in the Vietnam War and beyond. In the second half-term, students will explore how people from a variety of religious and non-religious worldviews solve moral and ethical dilemmas. Students will explore their own views on some of the moral and ethical concerns of the modern world, such as the use of driverless cars, development of Artificial Intelligence, and genetic engineering.
GEOGRAPHY	Students will begin by exploring the wonders of the Earth's natural resources by studying the importance of rocks, the future of oil and global water insecurity. This topic will see the students investigating their local area using their enquiry skills. They will then journey to the Middle East to investigate the physical geography and geopolitics of this region. Students will reuse and build on their geographical skills and revisit old and new geographical concepts to connect and build on the geography they are studying.
HISTORY	Students will begin the year by focusing, in-depth, on a World War Two era Big Question - <i>What did total war involve?</i> They will then investigate Britain in the later twentieth century and beyond. The unit is comprised of questions based on the extent to which (amongst other issues) society, education, healthcare and warfare have changed in the post-war world. Fine-tuning of the skills of understanding, chronology, interpreting and evaluating sources and cause and consequence will take place, as we build further on the skills required at GCSE level.



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ART & DESIGN	<p>Art and design in Year Nine aims to build on the blend of technical skills and experimental skills students have, been developing throughout key stage 3 so far. Students begin a project titled 'Re-imagined Landscapes' this term. This starts off with students practising key drawing skills in pencil, pen, colouring pencils and oil pastels. After this, students look at a wide range of landscape artists in order to form opinions on styles they wish to investigate further in their own work. They will be introduced to artists such as Van Gogh, Monet, Gaugin, Turner, Cezanne, Stanley and Sheridan.</p> <p>Students then partake in a series of workshops experimenting with media and mark making. They combine their artist inspiration with their experimental pieces and plan their own composition. This allows students to work as expressively as they wish to.</p>
COMPUTER SCIENCE	<p>Computer science covers a wide variety of theoretical and practical topics. Areas covered include computations thinking, algorithms in mathematics, pseudo-code, Boolean and logic gates, object orientated programming, binary and hexadecimal, storage and compression, validation and verification, trees and Huffman coding, hardware, software, networking as well as social engineering, cyber security, ethics, the law and the environment. There is a vast array of computing knowledge required but this year will form a good basis for the in-depth learning in these areas required in Year Ten.</p>
DANCE (CORE)	<p>Students will begin the year exploring dance techniques through the exploration of the professional dance work Emancipation of Expressionism. They will work on the technical elements of Hip Hop and street dance, and draw on their choreographic knowledge gained in Year Eight.</p>
DANCE (PLP)	<p>This term, the focus in dance is to expand the students' knowledge of safe practice in the dance studio. The aim is for students to understand the mechanics and anatomy of a dancer's body and to see how they can adapt to different dance techniques. Within a classroom, students will concentrate on exploring professional dance works, and how choreographers present their choreographic intentions through their work. We will then be exploring the pioneers of modern dance, including Isadora Duncan, Martha Graham and Merce Cunningham, as well as looking at the influences of post-modern artists, including Pina Bausch, and how dance developed in the UK.</p>
DESIGN TECHNOLOGY INCLUDES COOKING AND NUTRITION	<p>Year Nine students will look at a range of famous art and design movements in order to incorporate them into a simple, yet sophisticated design portfolio. Students will develop both their technical vocabulary and their skills-based knowledge. The material focus in this project will be metals and woods as they design and manufacture a CAD/CAM mould in preparation for the pewter casting process. A greater emphasis will be placed on independent learning skills both with regards to lesson time and home learning tasks. In Year Nine students will look at food on a budget, adapting recipes for themselves and others. Students will cook 90% savoury dishes.</p>

<p>DRAMA (CORE)</p>	<p>Pupils will start this term exploring techniques for devising theatre. In a series of workshop type lessons, pupils will be taught what devising is, and more importantly how to do it. Pupils will finish this topic by responding to a stimulus and developing performance using the knowledge and tools gained. Pupils will be working in small groups and will have the opportunity to fulfill a number of job roles, including performer. As part of this unit of study, students must complete a portfolio that answers the following questions:</p> <ul style="list-style-type: none"> • What was your initial response to the stimuli and what were the intentions of the piece? • What work did your group do in order to explore the stimuli and start to create ideas for performance? • What were some of the significant moments during the development process and when rehearsing and refining your work? • How did you consider genre, structure, character, form, style, and language throughout the process? • How effective was your contribution to the final performance? • Were you successful in what you set out to achieve?
<p>DRAMA (PLP)</p>	<p>This term, pupils will participate in a series of classroom-based lessons exploring the story, themes, characters and context of the play, DNA by Dennis Kelly. DNA is a set GCSE text and has always been positively received by pupils. Toward the end of the term, pupils will have the opportunity to bring key scenes to life in rehearsal.</p>
<p>ENTERPRISE (PLP)</p>	<p>Pupils will look at the basic concepts of enterprise as they complete a variety of primary and secondary market research tasks. Pupils will look at how a business chooses their customer profile. Pupils will also look at customer segmentation and combine the skills learnt to produce a final design that they will pitch.</p>
<p>LIFE SKILLS</p>	<p>The first topic this term is 'Health and Wellbeing' where students will explore healthy/unhealthy relationships, 'group think' and its effects on behaviour, how to recognise different types of behaviour and effective communication strategies. A look at gang culture and drug/alcohol abuse will help students understand the positive norms.</p> <p>The second topic of the term is 'Life Beyond School', which will help students identify their transferrable skills, qualities and interests in relation to different types of employment and career pathways. A look into how to work towards aspirations and set realistic goals for the future encompassing GCSE and post-16 options will help students develop skills for decision-making. The Citizenship strand of this topic will explore conspiracy, fake news, British Values, radicalisation and terrorism.</p> <p>Useful resources to support this term's topics include BBC Bitesize, the Unifrog careers platform, Family Lives (https://www.familylives.org.uk/advice/teenagers/behaviour/gangs/), NSPCC and Young Minds.</p>



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MUSIC (CORE)	During the first half of the term, Year Nine will be looking at the role of a DJ and learning about the origins and cultural context of the performance art. They will develop their understanding of how a song is structured and will attempt some basic beatmatching and mixing techniques. During the second half of the term, we will look at Music for Video Games and how minimalist techniques can be used to compose music for game soundtracks.
MUSIC (PLP)	During the Autumn Term, Music PLP will be looking at the traditional rhythmic roots of African drumming, Calypso and Samba. This will include the origins and cultural context of the traditional music; the characteristic musical features of each style; the different instruments used; the techniques of performing traditional drums; and the ways in which performers work together.
SPANISH (PLP)	Year Nine students will begin the course by learning how to greet people and give a detailed introduction of themselves in Spanish. Following this, they will begin a unit of work on school life. As part of this topic, they will learn how to talk and write about the subjects they like and dislike, their teachers, the school facilities, their school uniform and what they do in lessons. Key grammatical concepts this term will include: nouns and gender, adjectival agreement, regular -ar verbs in the present tense, key irregular verbs in the present tense and conjunctions.
SPORT SCIENCE PLP	Students will have the opportunity to develop their knowledge, thinking and skills in the following components: factors affecting performance, socio-cultural issues in sport, and developing sports skills. Lessons will be delivered in both theoretical and practical settings.